

STANDARD I: Board Adoption and Approval

Approval of the CGP by the local Board of Education and ongoing communication with the local Board regarding program goals and outcomes supported by data.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Fully functioning and operational level of implementation</p>
Approval	<input type="checkbox"/> Written evidence that the Board has adopted the CGP.	<input type="checkbox"/> Written evidence that the Board has adopted the CGP.
Communication	<input type="checkbox"/> District counseling leaders provide an annual written report to the local Board of Education regarding student achievement related to the CGP. <input type="checkbox"/> District counseling leaders have presented to the local Board of Education within the past three years. This report describes how each school is adhering to the district's SEOP policy and includes data on program effectiveness.	<input type="checkbox"/> District counseling leaders have presented to the local Board of Education within a three-year period.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:			4	3	2	1	0
Levels of Performance							
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation			
<input type="checkbox"/> Written evidence that the Board has adopted the CGP.		<input type="checkbox"/> Written evidence that the Board has adopted the CGP.		<input type="checkbox"/> No evidence is provided of Board approval.			
<input type="checkbox"/> District counseling leaders have presented to the local Board of Education within the past five years.		<input type="checkbox"/> Local school Board has adopted the CGP program. No evidence of communication with the local Board since adoption of the CGP.		<input type="checkbox"/> Current Board members are unaware of the CGP.			

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD II: *Comprehensive Counseling and Guidance Training.* Regular participation of Guidance Team members in USOE-sponsored Comprehensive Guidance Training.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Professional Development	<input type="checkbox"/> All guidance team members-- administrator(s) and counselor(s)--have accessed available state and district yearly training opportunities(e.g., ATE Summer Conference/Comprehensive Guidance Training, and/or principal meeting with CGP training). <input type="checkbox"/> Counselors participate in professional development activities to support school improvement goals and desired results for student learning. <input type="checkbox"/> Counselors have membership in and participate in professional organizations.	<input type="checkbox"/> All guidance team members-- administrator(s) and counselor(s)--have accessed available state and district yearly training opportunities (e.g., ATE Summer Conference/Guidance, and/or principal meetings with CGP training). <input type="checkbox"/> Counselors participate in yearly professional development activities.
Basic Training	<input type="checkbox"/> All guidance team members and administrators have recently participated in training to support the integration of the Comprehensive Guidance Program with the NSSE School Improvement plan.	<input type="checkbox"/> All guidance team members and administrators have participated in USOE-sponsored Basic Training.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:					
	4	3	2	1	0
Levels of Performance					
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation	
<input type="checkbox"/> Most guidance team members-- administrator(s) and counselor(s)--have accessed available state and district yearly training opportunities.		<input type="checkbox"/> Some guidance team members-- administrator(s) and counselor(s)--have accessed available state and district yearly training opportunities.		<input type="checkbox"/> Guidance team members-- administrator(s) and counselor(s)--have not accessed available state and district yearly training opportunities.	
<input type="checkbox"/> Counselors have limited participation in yearly professional development activities.		<input type="checkbox"/> Counselors do not take opportunities to participate in yearly professional development activities.		<input type="checkbox"/> Counselors do not participate in professional development activities.	
<input type="checkbox"/> Most guidance team members have participated in USOE-sponsored Basic Training.		<input type="checkbox"/> Some guidance team members have participated in USOE-sponsored Basic Training.		<input type="checkbox"/> Guidance team members have not participated in USOE-sponsored Basic Training.	

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD III: *Structural Components*. Structural components and policies support the Comprehensive Guidance Program. This includes adequate resources and support for guidance facilities, materials, equipment, clerical staff, and school improvement processes.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Fully functioning and operational level of implementation</p>
Student ratios	<input type="checkbox"/> Student/Licensed School Counselor ratio of 375/1 or less.	<input type="checkbox"/> Student/Licensed School Counselor ratio of 400/1 or less.
Funding and Budget	<input type="checkbox"/> The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CGP.	<input type="checkbox"/> The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CGP.
Structural Components	<input type="checkbox"/> The Guidance Dept. includes separate offices, an inviting outer welcoming area, conference room and a Career Center/area. <input type="checkbox"/> Full-time clerical support. <input type="checkbox"/> Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel. <input type="checkbox"/> Extended days or hours aimed at benefitting students and parents are available and funded adequately. <input type="checkbox"/> Counseling Department effectively uses technology to communicate with parents, students and staff (e.g. an updated website).	<input type="checkbox"/> The Guidance Dept. facilities include most of the following: separate offices, an inviting outer welcoming area, conference room and a Career Center/area. <input type="checkbox"/> Adequate clerical support. <input type="checkbox"/> Computer facilities, software and assessment tools that are adequate for running the CGP. <input type="checkbox"/> Extended days or hours aimed at benefitting students and parents are available and funded adequately.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:			4	3	2	1	0
Levels of Performance							
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation			
<input type="checkbox"/> Student/Licensed School Counselor ratio of 450/1 or less.		<input type="checkbox"/> Student/Licensed School Counselor ratio of 500/1 or less.		<input type="checkbox"/> Student/Licensed School Counselor ratio exceeds 500/1.			
<input type="checkbox"/> Some funds are provided for the needs of the CGP.		<input type="checkbox"/> Evidence that funding is inadequate for the needs of the CGP.		<input type="checkbox"/> No funding is available to support the CGP.			
<input type="checkbox"/> The Guidance Dept. facilities include some of the following: separate offices, an outer welcoming area, conference room and a Career Center/area. <input type="checkbox"/> Clerical support is part-time or otherwise limited. <input type="checkbox"/> Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff. <input type="checkbox"/> Limited availability of extended days/hours to benefit students and parents.		<input type="checkbox"/> The Guidance Dept. facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and a Career Center/area. <input type="checkbox"/> Clerical support is limited. <input type="checkbox"/> Computer facilities and/or software and assessment tools are limited or outdated and do not support the needs of all students or the staff. <input type="checkbox"/> Limited availability of extended days/hours to benefit students and parents.		<input type="checkbox"/> The Guidance Dept. facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and a Career Center/area. <input type="checkbox"/> Clerical support is unavailable. <input type="checkbox"/> Computer facilities, software and assessment tools are not available. <input type="checkbox"/> Extended days/hours are unavailable to students and parents.			

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD IV: Time Allocation. Evidence is provided that EIGHTY PERCENT of aggregate counselors time is devoted to DIRECT services to students through a balanced program of individual planning, guidance curriculum, and responsive services consistent with the results of school needs data.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Fully functioning and operational level of implementation</p>
Target Time Allocation	<input type="checkbox"/> Target time for CGP has been established and customized to meet the needs of the individual school.	<input type="checkbox"/> Target time for CGP has been established and customized to meet the needs of the individual school.
Time and Task Analysis	<input type="checkbox"/> Sample time and task analysis in all four Comprehensive Guidance components are charted by every counselor (e.g., one day each week or one week per month--at least ten sample days). <input type="checkbox"/> Time allocation in each component correlates with school improvement goals and improved results for students as defined by the school improvement plan.	<input type="checkbox"/> Sample time and task analysis in all four Comprehensive Guidance components are charted by every counselor (e.g., one day each week or one week per month--at least ten sample days).
Eighty Percent (80%) Direct Services to Students	<input type="checkbox"/> Eighty percent of each counselor's time is spent on direct services (Guidance Curriculum, Individual Planning, and Responsive Services).	<input type="checkbox"/> Eighty percent of each counselor's time is spent on direct services (Guidance Curriculum, Individual Planning, and Responsive Services).
Calendar	<input type="checkbox"/> A full year CGP calendar is provided that correlates with the counselor's target time allocations and school improvement goals. <input type="checkbox"/> A current calendar is posted on the school's counseling and guidance web page and is updated regularly.	<input type="checkbox"/> A full year CGP calendar is provided that clearly defines specific CGP activities.
Non-Guidance Activities	<input type="checkbox"/> Non-guidance activities are eliminated from every counselor's duties through a strong integration with school improvement processes.	<input type="checkbox"/> Counselor "fair share" responsibilities are consistent with school improvement plans and goals.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:			4	3	2	1	0
Levels of Performance							
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation			
<input type="checkbox"/> Target time for CGP has been established and customized to meet the needs of the individual school.		<input type="checkbox"/> No target time for CGP has been established.		<input type="checkbox"/> No target time for CGP has been established.			
<input type="checkbox"/> Time and task analysis in all four Comprehensive Counseling and Guidance components is not clearly charted by every counselor regularly.		<input type="checkbox"/> Personal time logs are not identified into the four areas of Comprehensive Counseling and Guidance.		<input type="checkbox"/> No evidence of time and task analysis.			
<input type="checkbox"/> Eighty percent of collective counselor's time is spent on direct services (Guidance Curriculum, Individual Planning, and Responsive Services).		<input type="checkbox"/> Each counselor is spending more than 20 percent of his/her time in system support/non-guidance activities.		<input type="checkbox"/> No evidence of time allocations for every counselor.			
<input type="checkbox"/> A school calendar is loosely aligned with CGP and lists general activities by month.		<input type="checkbox"/> A school calendar is provided without clearly outlining CGP activities.		<input type="checkbox"/> No school or Comprehensive Counseling and Guidance calendar is provided.			
<input type="checkbox"/> Counselors are assigned some non-guidance activities without attention to school improvement plans.		<input type="checkbox"/> Counselors are routinely assigned non-guidance activities.		<input type="checkbox"/> High percentage of counselor time is consumed by non-guidance activities.			

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD V: Interschool Communication. This includes communication, collaboration, and coordination with the feeder system regarding the CGP. The Comprehensive Guidance Program is discussed and coordinated as a K-12 concept.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Secondary Coordination	<input type="checkbox"/> Secondary counselors have a formal, calendared quarterly meeting with cone (feeder system) that is planned. <input type="checkbox"/> Written agendas and minutes are available. Agendas reflect transition plans from jr. high/middle to high school. <input type="checkbox"/> Curriculum and activities are coordinated from level to level.	<input type="checkbox"/> Secondary counselors have a formal, calendared, twice-yearly meeting with cone (feeder system). <input type="checkbox"/> Written agendas and minutes are available. Agendas reflect transition plans from jr. high/middle to high school. <input type="checkbox"/> Curriculum and activities are coordinated from level to level.
Collaboration K-12	<input type="checkbox"/> Elementary counselors or representatives and secondary counselors, meet at least twice yearly with feeder schools to plan for student transition. <input type="checkbox"/> The SEP/SEOP process and materials are coordinated with district and school improvement goals. <input type="checkbox"/> Individual student information to support responsive services and student success is exchanged in a coordinated process.	<input type="checkbox"/> Programs within the feeder schools meet at least once per year to plan for student transition. <input type="checkbox"/> The SEP/SEOP process and materials are coordinated with the immediate feeder schools. <input type="checkbox"/> Individual student information to support responsive services is exchanged in a coordinated process.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:			4	3	2	1	0
Levels of Performance							
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation			
<input type="checkbox"/> Secondary counselors have an annual meeting. <input type="checkbox"/> Written agendas and minutes are not available. <input type="checkbox"/> Curriculum and activities are not coordinated from level to level.		<input type="checkbox"/> Transition is loosely organized through e-mail, voice mail, etc, but problems are not resolved and planning is inadequate. <input type="checkbox"/> Meetings are scheduled on an “as needed” basis. <input type="checkbox"/> Curriculum and activities are not coordinated from level to level.		<input type="checkbox"/> Entire cone does not meet. <input type="checkbox"/> Secondary counselors are not meeting. <input type="checkbox"/> Curriculum and activities are not coordinated from level to level.			
<input type="checkbox"/> Opportunities for transition are limited to the registration process. <input type="checkbox"/> The SEP/SEOP process and materials are coordinated with immediate feeder schools. <input type="checkbox"/> Individual student information to support responsive services is occasionally shared through a coordinated process.		<input type="checkbox"/> Little attention is paid to student transition. <input type="checkbox"/> The SEP/SEOP process and materials are being articulated. <input type="checkbox"/> Individual student information to support responsive services is shared only by direct request.		<input type="checkbox"/> Student transition issues are ignored. <input type="checkbox"/> The SEP/SEOP process and materials are not articulated. <input type="checkbox"/> Individual student information is not shared.			

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations

STANDARD VI: Program Leadership and Management. Structures and processes are in place to ensure effective program management, including an advisory and steering committee. Evidence is present that counselors are working as program leaders and the CGP is an integral part of the school improvement team.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Advisory Committee	<input type="checkbox"/> The Advisory Committee meets at least quarterly. <input type="checkbox"/> Membership includes diverse representatives from the CGP, administration, teachers, parents, community and students. <input type="checkbox"/> The Advisory Committee, as a community focus group, supports and assists the CGP in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data. <input type="checkbox"/> Agendas and minutes of all meetings are available and clearly reflect the purposes and goals of the CGP.	<input type="checkbox"/> The Advisory Committee meets at least semi-annually. <input type="checkbox"/> Membership includes diverse representatives from the CGP, administration, teachers, parents, community and students. <input type="checkbox"/> The Advisory Committee, as a community focus group, gives attention to current school/district goals and needs. <input type="checkbox"/> Agendas and minutes of all meetings are available.
Steering Committee	<input type="checkbox"/> The Steering Committee meets monthly. <input type="checkbox"/> Membership includes representatives from the CGP, administration, staff and others as determined by the school leadership team. <input type="checkbox"/> The Steering Committee implements goals and program elements based on needs assessment, the Advisory Committee, and consistent with school improvement plan. <input type="checkbox"/> Agendas and minutes of all meetings are available and clearly reflect the purposes and goals of the Steering Committee.	<input type="checkbox"/> The Steering Committee meets at least quarterly. <input type="checkbox"/> Membership includes representatives from the CGP, administration and teachers. <input type="checkbox"/> The Steering Committee implements goals and program elements based on input from the Advisory Committee, representing goals and interests of the CGP school-wide. <input type="checkbox"/> Agendas and minutes of all meetings are available
Program Leadership	<input type="checkbox"/> A CGP chairperson has been designated. <input type="checkbox"/> Each member of the CGP has been given clearly defined responsibilities and duties consistent with and contributing to school improvement and student achievement. <input type="checkbox"/> Evidence is present that CGP members meet monthly and participate on the school improvement team. <input type="checkbox"/> The CGP team provides training and inservice for staff related to CGP, student achievement and the school improvement plan.	<input type="checkbox"/> A CGP chairperson has been designated. <input type="checkbox"/> Each member of the CGP has been given clearly defined responsibilities and duties based on the strengths of each counselor or staff member of the CGP. All CGP team members are informed about all aspects of the CGP. <input type="checkbox"/> Evidence is present that CGP members meet on a monthly basis. <input type="checkbox"/> The CGP team provides training and inservice for staff about the CGP and its relationship to improved student achievement.
School Improvement Team	<input type="checkbox"/> The CGP team works with the administration and school staff in designing, implementing and evaluating the school improvement plan.	<input type="checkbox"/> The CGP team works with the administration and staff in implementing the school improvement plan.

Use a copy of page 36 to address the required items—

Overall rating for this standard:				
4	3	2	1	0
Levels of Performance				
2 Limited development and/or partial implementation	1 Low level of development and implementation	0 No evidence of development or implementation		
<input type="checkbox"/> The Advisory Committee meets at least annually. <input type="checkbox"/> Membership is diverse but provides a limited role for stakeholders such as students, parents and community members. <input type="checkbox"/> The Advisory Committee has limited input and responsibility in relation to the CGP and school improvement plan. Counselors do not participate on a regular basis with the designated Advisory Committee. <input type="checkbox"/> Limited documentation of meetings (agendas/minutes) is available for review.	<input type="checkbox"/> The Advisory Committee is organized, but does not have a regular meeting schedule. <input type="checkbox"/> Limited attempts have been made to involve diverse membership on the Advisory Committee. <input type="checkbox"/> The role of the Advisory Committee is not clearly defined in relation to the CGP and the overall school improvement plan. <input type="checkbox"/> No documentation of minutes or agendas is available.	<input type="checkbox"/> There is no evidence that an Advisory Committee is organized or functioning. <input type="checkbox"/> There is little or no communication between the school, community, and the CGP.		
<input type="checkbox"/> The Steering Committee meets at least semi-annually. <input type="checkbox"/> Membership includes representatives from the CGP and school administration. <input type="checkbox"/> The Steering Committee has limited communication with the Advisory Committee. <input type="checkbox"/> Agendas are available. No minutes are available.	<input type="checkbox"/> The Steering Committee meets at least annually. <input type="checkbox"/> Membership of the Steering Committee consists of representatives from the CGP. <input type="checkbox"/> There is little or no communication between the school, community and the CGP through the Steering Committee. <input type="checkbox"/> Neither agendas nor minutes are available.	<input type="checkbox"/> There is no evidence that a Steering Committee is organized and/or functioning.		
<input type="checkbox"/> A CGP chairperson has been designated. <input type="checkbox"/> Limited evidence is present that members of the CGP have clearly defined responsibilities and have adequate information about all aspects of the CGP <input type="checkbox"/> Evidence is present that CGP meetings take place as needed. <input type="checkbox"/> The CGP team provides limited training and inservice for staff related to CGP and the relationship to improved student improvement.	<input type="checkbox"/> A CGP chairperson has been designated. <input type="checkbox"/> There is limited evidence that members of the CGP have clearly defined responsibilities. Information within the CGP is not shared. <input type="checkbox"/> Some CGP meetings occur on an "as needed" basis. <input type="checkbox"/> There is little or no evidence of training or inservice of the school staff in relation to the CGP.	<input type="checkbox"/> No CGP chairperson has been designated. <input type="checkbox"/> There is no evidence of clearly defined responsibilities or duties for members of the CGP. <input type="checkbox"/> There is no evidence of CGP meetings. <input type="checkbox"/> There is no evidence of any training or inservice of the school staff in relation to the CGP.		
<input type="checkbox"/> The CGP team has some limited involvement in the implementation of the school improvement plan.	<input type="checkbox"/> There is little or no evidence that the CGP team is involved in the implementation of the school improvement plan.	<input type="checkbox"/> There is no evidence that the CGP team is involved in the school improvement process.		

Use a copy of page 37 to address the required items–

STANDARD VII: Needs Assessment and Needs Data. The program uses current school data including a formal student/parent/teacher needs assessment, which is completed and analyzed at least every three (3) years.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Assessment (The purpose of this standard is to give a general overview of needs assessment findings. Indicators will need to be evaluated after direct services presentations, standards VIII through XII.)	<input type="checkbox"/> A formal needs assessment is completed at least one school year prior to the site review and in a time frame that allows the results to be addressed within the current program. <input type="checkbox"/> The needs assessment includes data from parents, students, and faculty. <input type="checkbox"/> It addresses student competencies consistent with appropriate school district, state and national standards, and goals. <input type="checkbox"/> It includes data gathered for the school improvement plan.	<input type="checkbox"/> A formal needs assessment has been completed within 3 years of the on-site review. <input type="checkbox"/> The needs assessment includes data from parents, students, and faculty. <input type="checkbox"/> It addresses student competencies consistent with appropriate school district, state and national standards, and goals.
Analysis	<input type="checkbox"/> The needs assessment data is analyzed in relation to Comprehensive Guidance Program and school improvement plans. <input type="checkbox"/> Program priorities are directly related to an analysis of the data. <input type="checkbox"/> A schoolwide consensus-building process is established for defining priorities for improvement. <input type="checkbox"/> Data is disaggregated by gender, race/ethnicity, socioeconomic status, or other identified school populations.	<input type="checkbox"/> The needs assessment data is analyzed in relation to guidance program needs. <input type="checkbox"/> Program priorities are directly related to an analysis of the data. <input type="checkbox"/> A consensus-building process is established within the guidance program for defining priorities for improvement.
Implementation (Redundancy Warning: provide details in standards VIII through XII)	<input type="checkbox"/> Program goals are developed based on an analysis of the needs assessment data. <input type="checkbox"/> Strategies and interventions within each component of the Comprehensive Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs assessment data. (Evaluate this item following direct services presentation). <input type="checkbox"/> Program goals, strategies, and interventions are integrated into the school improvement plan, and there is evidence to show that they are being implemented school-wide.	<input type="checkbox"/> Program goals are developed based on an analysis of the needs assessment data. <input type="checkbox"/> Strategies and interventions within each component of the Comprehensive Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs assessment data. <input type="checkbox"/> There is some evidence that the program has been based on an integrated perspective
Evaluate Effectiveness	<input type="checkbox"/> Data has been collected and analyzed which measures program effectiveness in at least one target area, and contributes to the desired results for student learning as identified in the school improvement plan.	<input type="checkbox"/> Data has been collected and analyzed in at least one target area which measures program effectiveness.

Use a copy of page 36 to address the following items–

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:			4	3	2	1	0
Levels of Performance							
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation			
<input type="checkbox"/> Data is either outdated or too recent to have been implemented in the current program. <input type="checkbox"/> The needs assessment is based on an incomplete sample of data from parents, students, and faculty. <input type="checkbox"/> The needs assessment partially addresses student competencies with appropriate school, district, state, and national standards.		<input type="checkbox"/> The needs assessment fails to address student competencies with appropriate school, district, state, and national standards. <input type="checkbox"/> The needs assessment is based on an incomplete sample of data from parents, students, and faculty and/or fails to include data from one of these sample groups.		<input type="checkbox"/> There is no evidence of an effort to collect data related to student guidance needs or program development.			
<input type="checkbox"/> The needs assessment data has been partially collected and/or the analysis is limited or incomplete.		<input type="checkbox"/> Needs assessment data has been collected, but limited effort has been made to analyze the data as a stimulus for improvement.		<input type="checkbox"/> There is no evidence of an effort to analyze data related to student guidance needs or program development.			
<input type="checkbox"/> Goals are partially developed based on an analysis of the needs assessment data. <input type="checkbox"/> There is partial evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs assessment data. <input type="checkbox"/> There is no attempt to view the data from an integrated perspective.		<input type="checkbox"/> Goals are in place, but are unclear and have not been developed based on an analysis of the needs assessment data. <input type="checkbox"/> There is limited evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs assessment data. <input type="checkbox"/> There is no attempt to view the data from an integrated perspective.		<input type="checkbox"/> There is no evidence of an effort to use needs assessment data to improve the program.			
<input type="checkbox"/> Data has been collected and some effort has been made to measure program effectiveness.		<input type="checkbox"/> Data has been collected.		<input type="checkbox"/> No current data has been obtained.			

Review Team - Check the boxes that indicate your evaluation of the program's level or performance.

Use a copy of page 37 to address the following items—

Review Team - Describe current program strengths: and Review Team - Identify new program recommendations:

STANDARD VIII: Responsive Services. These services are available to address the immediate concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and coordination with family, school and community resources.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Prevention	<input type="checkbox"/> Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. Evidence is provided that needs are being addressed. <input type="checkbox"/> There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> Counselors are current regarding applicable laws (e.g. FERPA) and required forms are used. <input type="checkbox"/> Counselors use a programmatic system (e.g. Myrick's model—see the Illustrated Guide on the CGP homepage)) to deliver information to students about growth, development and transition issues to empower them to successfully navigate developmental challenges and life events.	<input type="checkbox"/> Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. <input type="checkbox"/> There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> Counselors are current regarding applicable laws (e.g. FERPA) and required forms are used.
Intervention	<input type="checkbox"/> Programs and activities have been implemented which address issues identified from the needs assessment. <input type="checkbox"/> Counselors provide ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, violence) and are responsive to school needs data and school improvement plans. <input type="checkbox"/> Counselors effectively follow up with students or others as required following responsive services contact. <input type="checkbox"/> District and school crisis response plans are in place.	<input type="checkbox"/> Programs and activities have been implemented which address issues identified from the needs assessment. <input type="checkbox"/> Counselors provide ongoing, effective groups and classes to deal with on-going student issues (e.g., grief, divorce, transitions, violence) and are responsive to school needs data. <input type="checkbox"/> Counselors effectively follow up with students or others as required following responsive services contact. <input type="checkbox"/> District and school crisis response plans are in place.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:				4	3	2	1	0
Levels of Performance								
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation		
<input type="checkbox"/> Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. <input type="checkbox"/> There is some coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> Applicable state law (e.g., FERPA) requirements are clearly understood and implemented.			<input type="checkbox"/> Counselors have made no provisions for availability. <input type="checkbox"/> There is little or no knowledge or use of existing resources. <input type="checkbox"/> Applicable state laws (e.g., FERPA) are not well understood or well implemented.			<input type="checkbox"/> No programs or planning of services has taken place. <input type="checkbox"/> Applicable state laws (e.g., FERPA) are not understood or implemented.		
<input type="checkbox"/> Programs and activities have been implemented, but are not responsive to the needs assessment. <input type="checkbox"/> Some groups are organized. Their relation to school needs data and school improvement goals is not clear. <input type="checkbox"/> District response plan in connection to school response plan is not clear.			<input type="checkbox"/> Minimal programs exist to address the immediate and ongoing needs of the students. <input type="checkbox"/> There is no evidence of counselors using groups for response plan. <input type="checkbox"/> No district/school plans are in place.			<input type="checkbox"/> No proactive programs exist. <input type="checkbox"/> No district/school plans are in place.		

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD IX: Guidance Curriculum. The program delivers a developmental and sequential guidance curriculum in harmony with content standards identified in the Utah Model for CGP. The guidance curriculum is prioritized according to the results of the school needs assessment process.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Curriculum Content	<input type="checkbox"/> Counselors have used needs assessments and other school needs data to prioritize strategies and interventions within the CGP. <input type="checkbox"/> Evidence is provided that guidance curriculum is in harmony with content standards identified in the Utah Model and is supportive of school improvement goals. <input type="checkbox"/> Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. Such curriculum supports school improvement plans.	<input type="checkbox"/> Counselors have used needs assessments to prioritize strategies and interventions within the CGP. <input type="checkbox"/> Evidence is provided that the guidance curriculum is in harmony with content standards identified in the Utah Model. <input type="checkbox"/> Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers.
Curriculum Delivery (Redundancy Warning: Do not repeat information that will be addressed in Career Exploration.)	<input type="checkbox"/> Counselors are actively involved in teaching the curriculum that supports school improvement goals. <input type="checkbox"/> Counselors collaborate with teachers to infuse and improve guidance curriculum content consistent with school improvement goals.	<input type="checkbox"/> Counselors are actively involved in teaching the guidance curriculum. <input type="checkbox"/> All teachers have been surveyed to determine which of the identified competencies they are teaching. Results are compiled and used to determine what curriculum will be taught by counselors.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard:					
	4	3	2	1	0
Levels of Performance					
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation	
<input type="checkbox"/> Results of the needs assessment are not used to prioritize program content. <input type="checkbox"/> Subject matter is chosen without reference to designated program content.		<input type="checkbox"/> Results of the needs assessment are not used to prioritize program content. <input type="checkbox"/> Subject matter is chosen without reference to designated program content.		<input type="checkbox"/> No curriculum content has been identified.	
<input type="checkbox"/> Counselors teach or provide guidance curriculum only upon request. <input type="checkbox"/> Some data is gathered from faculty to determine which competencies have been included in the classroom.		<input type="checkbox"/> Counselors are involved in the classroom only to deliver registration materials and to make SEOP appointments. <input type="checkbox"/> No data is gathered from faculty to determine which competencies have been included in the classroom.		<input type="checkbox"/> Counselors are not involved in any classroom presentations. <input type="checkbox"/> There is no attempt to contact teachers regarding competencies taught in the classroom.	

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD X: Career Exploration and Development. The program provides assistance for students in career development, including awareness and exploration, job seeking and finding skills, and post-high school placement.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Grade 7	<input type="checkbox"/> The 19 Career Development activities are sequenced throughout the TLC course and have become an integral part of the CGP. <input type="checkbox"/> Data-driven evidence is used to determine the effectiveness of the TLC program. (USOE will develop support materials; e.g., pre-test/post-test.)	<input type="checkbox"/> The 19 Career Development activities are sequenced throughout the TLC course and have become an integral part of the CGP. <input type="checkbox"/> Counselors participate in the delivery of the Career Development activities as outlined.
Grades 8 - 12 (Redundancy Warning: Do not repeat information covered by guidance curriculum.)	<input type="checkbox"/> Career exploration and development activities are fully developed and provided for all students at each grade level. <input type="checkbox"/> There is evidence of next-step planning activities for all students. <input type="checkbox"/> Counselors provide a variety of information and resources (e.g., interest inventories, computer information delivery systems-CHOICES-, business and community organizations) regarding career exploration/development and placement opportunities for all students. <input type="checkbox"/> Every student has been provided age-level appropriate assistance in developing employability skills, job seeking and finding skills, post-high school placement skills, and school success practices.	<input type="checkbox"/> Career exploration and development activities are provided for all students at each grade level. <input type="checkbox"/> There is evidence of next-step planning activities for all students. <input type="checkbox"/> Counselors provide access to student placement information in a variety of ways. <input type="checkbox"/> A majority of students are provided age-level appropriate assistance in developing employability skills, job seeking and finding skills, post-high school placement skills, and school success practices.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard: 4 3 2 1 0				
Levels of Performance				
2 Limited development and/or partial implementation	1 Low level of development and implementation	0 No evidence of development or implementation		
<input type="checkbox"/> The 19 Career Development activities are sequenced throughout the TLC course with some involvement by the school guidance staff. <input type="checkbox"/> Counselors have some participation in the delivery of Career Development activities.	<input type="checkbox"/> The 19 Career Development activities are sequenced throughout the TLC course with very limited involvement by the school guidance staff. <input type="checkbox"/> Counselors have limited participation in the delivery of Career Development activities.	<input type="checkbox"/> There is no evidence that the CG staff are involved with the TLC curriculum. <input type="checkbox"/> Counselors have no participation in the delivery of Career Development activities.		
<input type="checkbox"/> Some career exploration and development activities are provided, but not all students at a given grade level have been reached. <input type="checkbox"/> Some next-step planning activities are available to students. <input type="checkbox"/> Limited resources are available for students to access for career development information. <input type="checkbox"/> Students have been provided age-level appropriate assistance in developing employability skills, job seeking and finding skills, post-high school placement skills, and school success practices.	<input type="checkbox"/> Few or no career exploration activities are provided for students at any grade level. <input type="checkbox"/> There is limited use of next-step planning activities for students <input type="checkbox"/> Few resources are available for students to access career development information. <input type="checkbox"/> Few students have been provided age-level appropriate assistance in developing employability skills, job seeking and finding skills, post-high school placement skills, and school success practices.	<input type="checkbox"/> There is no evidence that career exploration/development activities are provided for or coordinated by the CGP. <input type="checkbox"/> There is no evidence of next step planning. <input type="checkbox"/> No resources are available for students to access career development information. <input type="checkbox"/> There is no evidence provided of assistance to students in developing employability skills, job seeking and finding skills, post-high school placement skills, and school success practices.		

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD XI: SEOP Process. Programs shall establish Student Education Occupation Planning (SEOP) for every student, both as a process and a product, consistent with local Board policy and the goals of the Comprehensive Guidance Program, Secondary School Accreditation (R277-413) and Applied Technology Education (R277-911).

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
District Policy	<input type="checkbox"/> A copy of local district SEOP policy has been provided.	<input type="checkbox"/> A copy of local district SEOP policy has been provided.
Provide the number of students in each grade level Provide the number of individual SEOP conferences held at each grade level Provide the number of parents or guardians participating in individual SEOP conferences at each grade level		
Student Parent Counselor Participation	<input type="checkbox"/> Multiple efforts have been made to include every student. A measure of SEOP quality has been surveyed. <input type="checkbox"/> Multiple efforts have been made to include a parent or guardian for every student, and a measure of SEOP quality has been surveyed. <input type="checkbox"/> Parent signatures are on an SEOP form maintained for each student. <input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEOP process. <input type="checkbox"/> The counselors conduct more than one individual SEOP with every student during the student's enrollment at the school. <input type="checkbox"/> Counselors provide thorough training and support for other educators who assist with SEOP conferences. <input type="checkbox"/> Documentation consistent with district requirements has been provided regarding student and parent participation.	<input type="checkbox"/> Multiple efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> Multiple efforts have been made to include a parent or guardian for every student. <input type="checkbox"/> Parent signatures are on an SEOP form maintained for each student. <input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEOP process. <input type="checkbox"/> The counselors conduct at least one individual SEOP with every student during the student's enrollment at the school. <input type="checkbox"/> Counselors provide thorough training and support for other educators who assist with SEOP conferences. <input type="checkbox"/> Documentation consistent with district requirements has been provided regarding student and parent participation.
Process	<input type="checkbox"/> A written rationale connected to student and parent needs has been established for individual and small group conferences. <input type="checkbox"/> Counselors have established an SEOP schedule which allows for an individual conference at every grade level and provides sufficient time to make the conference meaningful. <input type="checkbox"/> All school personnel understand their roles and contributions in the SEOP process.	<input type="checkbox"/> A written rationale connected to student needs has been established for individual and small group conferences. <input type="checkbox"/> The SEOP process is consistent with local Board policy and provides sufficient time to make the conference meaningful. <input type="checkbox"/> Inservice has been provided to school personnel regarding the SEOP process.

Overall rating for this standard: 4 3 2 1 0		
Levels of Performance		
2 Limited development and/or partial implementation	1 Low level of development and implementation	0 No evidence of development or implementation
<input type="checkbox"/> A copy of local district SEOP policy has been provided.	<input type="checkbox"/> A copy of local district SEOP policy has not been provided.	<input type="checkbox"/> A copy of local district SEOP policy has not been provided.
<input type="checkbox"/> Efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> Efforts have been made to include a parent or guardian for every student. <input type="checkbox"/> Efforts are made to maintain parent signatures. <input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEOP process. <input type="checkbox"/> Counselors do not meet in individual conferences with every student during the student's enrollment at the school, but they directly supervise other educators in such conferences. <input type="checkbox"/> Counselors provide some training and support for other educators who assist with SEOP conferences. <input type="checkbox"/> Some documentation consistent with district requirements has been provided regarding student and parent participation.	<input type="checkbox"/> Students are invited to participate in the SEOP conferences. <input type="checkbox"/> Parents are invited to participate in the SEOP conferences. <input type="checkbox"/> Little effort is made to maintain parent signatures. <input type="checkbox"/> Counselors do not take leadership in maintaining the quality of the SEOP conferences. <input type="checkbox"/> Responsibility for conducting the SEOP conferences has been assumed by other educators. <input type="checkbox"/> Limited documentation consistent with district requirements has been provided regarding student and parent participation.	<input type="checkbox"/> Students are selectively invited to participate in the SEOP conferences. <input type="checkbox"/> No effort has been made to include the parents. <input type="checkbox"/> Parent signatures are not maintained. <input type="checkbox"/> Counselor lacks commitment to the SEOP conference. <input type="checkbox"/> No documentation consistent with district requirements has been provided regarding student and parent participation.
<input type="checkbox"/> A schedule is established for individual and small group conferences. <input type="checkbox"/> The SEOP process is consistent with local Board policy. <input type="checkbox"/> Inservice has been provided to school personnel regarding the SEOP process.	<input type="checkbox"/> The SEOP process is consistent with local Board policy. <input type="checkbox"/> Additional time is recommended to make the conferences meaningful.	<input type="checkbox"/> SEOP process as defined by the local Board has not been implemented.

Content	<input type="checkbox"/> The SEOP process and conferences include the following elements with some measures of effectiveness and connection to student achievement: <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments <input type="checkbox"/> Advisement <input type="checkbox"/> Goal setting and planning processes <input type="checkbox"/> Student-directed <input type="checkbox"/> Summative process	<input type="checkbox"/> The SEOP process and conferences include the following elements: <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments <input type="checkbox"/> Advisement <input type="checkbox"/> Goal setting and planning processes <input type="checkbox"/> Student-directed
Document	<input type="checkbox"/> A written and electronic document exists that includes the student's: <input type="checkbox"/> Goals <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Parent or guardian signature <input type="checkbox"/> Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEOP conferences.	<input type="checkbox"/> A written document exists that includes the student's: <input type="checkbox"/> Goals <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Parent or guardian signature <input type="checkbox"/> Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEOP conferences.

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

<input type="checkbox"/> The SEOP process and conferences include some of the following elements: <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments <input type="checkbox"/> Advisement <input type="checkbox"/> Goal setting and planning processes <input type="checkbox"/> Student-directed	<input type="checkbox"/> The SEOP process and conferences do not include specified content.	<input type="checkbox"/> SEOP content has not been considered.
<input type="checkbox"/> A written document exists that includes some of the student's: <input type="checkbox"/> Goals <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Parent or guardian signature	<input type="checkbox"/> No written document exists or the document fails to address the student's: <input type="checkbox"/> Goals <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Parent or guardian signature	<input type="checkbox"/> No written document exists.

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations:

STANDARD XII: Every Student. All program elements are designed to recognize and address the diverse needs of every student.

Levels of Performance

School Guidance Team - Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team - Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Fully functioning and operational level of implementation</p>
<p>Identification of Diverse Populations/Students (This standard provides the platform for a guidance program that reaches 100 percent of students. All other standards should have provided evidence that the program meets this standard.)</p>	<p><input type="checkbox"/> Evidence shows that the CGP and the school improvement team have identified student populations according to their diversity, including, but not limited to: <i>Academically challenged students</i> <i>Economically challenged students</i> <i>Students with diverse ethnic or cultural backgrounds</i> <i>Students with disabilities</i> <i>Academically talented students</i> <i>Students with limited English proficiency</i></p>	<p><input type="checkbox"/> Many special student populations have been identified school-wide and services have been designed to meet their needs.</p>
<p>Changes and/or Modifications to the Program (Limit the presentation to programs directly connected to CGP. Show counselor involvement. How do such programs meet student needs?)</p>	<p><input type="checkbox"/> There is evidence of the use of disaggregated data to measure and provide equity in educational opportunities for all students.</p> <p><input type="checkbox"/> There is evidence of an ongoing evaluation of all elements of the CGP and effort made to make changes in the program in order to meet the needs of all students.</p>	<p><input type="checkbox"/> Use of disaggregated data to provide equity in educational opportunities for all students.</p> <p><input type="checkbox"/> Evidence that materials and program content have been modified to meet the diverse needs of students.</p>
<p>Meeting the Needs of Every Student</p>	<p><input type="checkbox"/> There is evidence that CG is providing important personalized services that meet the needs of all students, including special populations.</p> <p><input type="checkbox"/> Responsive services are available to every student. Services focus on supporting students in meeting school improvement goals.</p>	<p><input type="checkbox"/> Evidence is provided which shows that the CGP provides services to students in relation to their diversity.</p> <p><input type="checkbox"/> Responsive services are available to every student.</p>

School Guidance Team - Describe how the program has addressed recommendations from the last review:

School Guidance Team - Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan:

Overall rating for this standard: 4 3 2 1 0				
Levels of Performance				
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation
<input type="checkbox"/> Many special student populations have been identified school-wide, and services have been designed to meet their needs.		<input type="checkbox"/> Some special student populations are recognized, and some services have been designed to meet their needs.		<input type="checkbox"/> Denial that special student populations exist.
<input type="checkbox"/> Limited use of data or data used shows that the CGP is providing equity in some educational opportunities for students. <input type="checkbox"/> Few needed modifications have been made to the CGP to meet the diverse needs of students.		<input type="checkbox"/> Limited attempts by counselors to use data to determine student needs. <input type="checkbox"/> Very few, if any, needed modifications have been made to the CGP to meet the diverse needs of students.		<input type="checkbox"/> There is no evidence that data gathering has been used to determine student needs. <input type="checkbox"/> No attempt has been made to modify or change the CGP to meet the needs of students.
<input type="checkbox"/> Evidence is provided which shows that the CGP provides services to some students in relation to their diversity. <input type="checkbox"/> Little awareness, skills or activities from the CGP are aimed at special populations.		<input type="checkbox"/> Limited attempts by counselors are made to provide services to students in relation to their diversity. <input type="checkbox"/> Special student populations are largely ignored by the CGP.		<input type="checkbox"/> There is no evidence that the CGP makes an attempt to provide services to all students.

Review Team - Describe current program strengths:

Review Team - Identify new program recommendations: